



Next Review Date	29th July, 2027
Previous Review Date	29th July, 2025

Whole School Approach to Behaviour Guidelines

RATIONALE

Education is the process of helping each individual discover their uniqueness, potential, and responsibility. Responsibility is when we make informed choices about our behaviour and take control of our actions. Behaviour management at St James is seen as teaching, guiding, leading, encouraging, and demonstrating Christian behaviour within a framework of Catholic Gospel values.

CONTEXT

St James Primary strives to be a Christian family centred around Jesus and his teachings. We witness the Gospel values through authentic participation in service for the common good. Through worship and Catholic tradition, we evangelise and nourish the whole person. We are learner-centred, ensuring precision in practice. Our learning environments are safe, inclusive, and contemporary. We build relationships, demonstrating gratitude, spirituality, and empathy. Our embedded shared beliefs and practices are reflective of the pastoral care dimension in the [Fullness of Life Framework](#). We are empowered through Christ-centred leadership. We lead with shared beliefs and ownership for future directions. We are a positive and respectful community with supportive relationships.

SCRIPTURE

'Therefore, encourage one another and build one another up, just as you are doing.' (1 Thessalonians 5:11)

PURPOSE

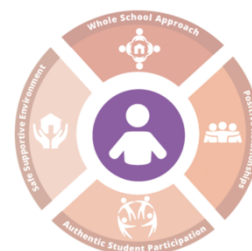
Our Whole school approach to behaviour reflects the DLC SL Pastoral Care Framework. It embodies the Catholic worldview, with Christ as our model, to understand our relationships and the ways we "walk with" and meet each other in mutual respect.

Pastoral Care involves a whole school approach and is therefore dependent on systems and structures that help to facilitate this across all key domains of practice in schools. The Christian dignity and wellbeing of the child or young person (student) are at the centre of all policies, procedures, decisions, and activities at St. James.

Our Positive Behaviour Education Policy takes into account the Student Discipline Policy for Diocesan Systemic Schools and the Pastoral Care Framework, in that our approach to discipline has its basis in our pastoral care for each other. St. James Primary School has adopted a Whole School Approach to bring about positive behaviour; Positive Behaviour in School [PBS].

Through our shared beliefs and practices, we endeavour to educate through *'wisdom and not force'* (Wilson McCaskill, PiTW)

This approach has a strong emphasis on teaching pro-social behaviours and providing systems of support to bring about these positive behaviours.



EVIDENCE-BASED APPROACH

SCHOOL BEHAVIOURAL EXPECTATIONS

St. James Primary School's behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing, and inclusive learning environment. Students at St James Primary School will be taught, encouraged, and supported to demonstrate these expected behaviours.

At St James Primary School, our universal/expectations of all students, staff, and visitors are to: Be Respectful, Be Safe, and Be a Learner.

PROCEDURES FOR TEACHING AND COMMUNICATING BEHAVIOURAL EXPECTATIONS

St. James Primary School community is committed to:

- Teach
- Practice
- Apply
- Acknowledge the behavioural expectations as outlined in the School Matrix.

The St. James Leadership Team will coordinate the process involved and support staff in teaching, practising, applying, and acknowledging appropriate behaviours. All staff will actively support all systems and processes in order to bring about appropriate student behaviours. Periodically, at the school assembly, there will be a “BLITZ” by the Principal on a PiTW life raft and behaviour expectation. Teachers will then explicitly teach this life raft and behaviour expectation in class for the week and will acknowledge students who are displaying this positive behaviour.

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

In response to the following data sets: Tell Them From Me, ACER Values and Attitude and BeYou surveys, the staff collectively analyse and identify the next steps to teach positive behaviour to our students.

Each class teacher will use a school-developed system of acknowledgement and reinforcement within their classroom and on the playground. These will be acknowledged as awards at the weekly school assembly. In addition, body language strategies, verbal acknowledgement, and the whole school rewards system, ‘Gems in the Jar,’ will encourage collective positive behaviour.

Peer Support Program

Peer support is an evidence-based, peer-led program to enhance mental, social, and emotional wellbeing. It encourages students to build peer connections while achieving and maintaining a positive school culture. Year Six leaders will be trained facilitators of peer support and deliver the program to vertically streamed classes, K-6, focusing on one module per year to meet the needs of the students at the time. Peer support’s core topics focus on resilience, anti-bullying, positive relationships, and thinking optimistically. Each year the topic will be determined in consultation with the staff and students.

Pastoral Care Groups

Pastoral care groups (PC) are an opportunity for staff and students to come together in smaller, intimate groups; to connect and build deeper relationships. PC groups are enriched by prayer, mindfulness and relationship-building activities to focus on student wellbeing and engagement, positive behaviour, emotional resilience, and social skills.

RIGHTS AND RESPONSIBILITIES

St James Primary School's Positive Behaviour Education policy and practices are based on restorative principles and are respectful of the dignity, rights, and fundamental freedom of individual students. At the same time, these focus on the effective management of the school for the benefit of all, the Common Good. These align with child safety standards, focusing on student rights and responsibilities.

Staff are expected to remember the dignity of students when responding to inappropriate behaviour. Responses to unacceptable behaviour are framed by the principles of procedural fairness, including the right to be heard, the right to respond and the proportionality of the consequence. When discouraging or correcting student behaviours, staff are expected to use the least intrusive methods possible using a strengths-based approach, using the self-mastery checklist. **Corporal punishment is prohibited.** All staff are prohibited from engaging in corporal punishment in any form. St James does not explicitly or implicitly sanction corporal punishment by non-school persons, such as parents, to enforce discipline at school.

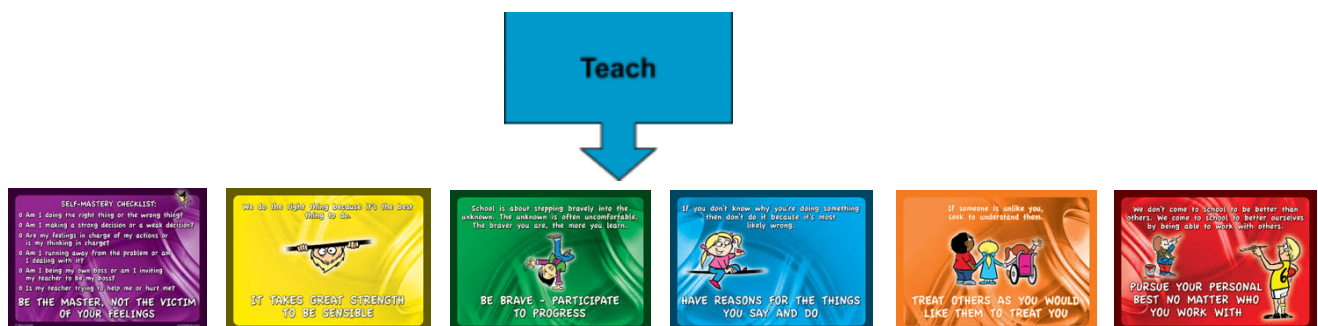
St James will seek advice from DLCS staff if it is considering **implementing restrictive practices**. A restrictive practice is any action that can restrict the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

BEHAVIOUR EXPECTATIONS

PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Teaching Students How to Problem Solve and Be Resilient

Students and staff will use a common language and approach to problem-solving on the playground using the PiTW life rafts, virtues and self-mastery checklist on the staff lanyard.



STAFF will: -

- *Explicitly* teach expected behaviours using visual supports, embedding them into their everyday language ie, The Matrix and the Play Is The Way Life Raft Skills and games.

WHOLE SCHOOL COMMUNITY will: -

- Use the self-mastery language of behaviour and align the life rafts and virtues to the Gospel values.
- Teach the parents the school language of behaviour by supplying a PITW life raft and virtues poster to families at the time of enrolment.

- Through communication, refer to the 3 universals of Be Safe, Be Respectful and Be a Learner, and align these to the PITW virtues and life rafts.
- Through the Principal's newsletter, Grade Blogs, parent information evenings and assemblies, parents will be exposed to the language of appropriate behaviours.
- School leaders (Yr 6) may organise demonstration/role plays of behaviours at assemblies and/or Monday morning 'Light the Way.'
- Encourage expected behaviours to be practised across all settings [eg. canteen, library, Music, PE, Church, excursions] Signage to be displayed in all settings.



LEADERSHIP TEAM will: -

- support staff in the application of these behaviours, eg feedback at the PLC regarding lessons, and distribution of resources.

STAFF will:

- expect behaviours to be applied both in and outside of the classroom environment and across all settings, eg excursions, library, Church, MPC, canteen, etc.

THE WHOLE SCHOOL COMMUNITY will:

- Encourage expected behaviours to be applied outside of the classroom environment and across all settings.



STAFF will:

- Acknowledge appropriate student behaviour expectations [acknowledge vs correction] through a variety of means; verbally, non-verbally, raffle tickets, 'Gems in the Jar', and school awards using the PITW language.

THE WHOLE SCHOOL COMMUNITY will:

- Celebrate and acknowledge the achievement of appropriate behaviours - 'Gems in the Jar' reward.

PROCEDURE FOR RESPONDING TO BEHAVIOUR THAT DOES NOT MEET EXPECTATIONS

The principles of natural justice and procedural fairness will apply, and any disciplinary processes are conducted in a fair, impartial, and transparent manner.

Minor Inappropriate Behaviours [*teacher-managed behaviours - classroom/playground*]

Inappropriate behaviours are recognised as any behaviour that does not meet the "School Rules and Behavioural Expectations"

Major Inappropriate Behaviours [*Leadership are involved in the management of behaviours*].

These are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well-being of others. The consistent and repeated occurrence of minor behaviours may also be considered as major. At-risk behaviour is any behaviour that has the potential to cause

harm or injury to oneself or others. This includes physical, emotional or psychological harm. St James will seek advice from DLCS staff when responding to and considering support for students with **complex and/or at-risk behaviour**. Any form of unacceptable behaviour that may be serious enough to constitute a criminal offence will be reported to the police or other authorities, as appropriate, such as the Regional Assistant Director and the Child Safeguarding Manager.

The NSW Department of Education has produced Guidelines Issued Under Part 5A of the Education Act 1990 for the Management of Health and Safety Risks Posed to Schools by a Student's Violent Behaviour to assist in undertaking Part 5A Risk Assessment and Management Plans (RAMP).

When inappropriate behaviours continue, or a major incident occurs, the Assistant Principals or the Principal will facilitate a reflection session using the *PiTW Guide sheets* and the *Self-Mastery Checklist*. This practice is aimed at supporting students to be the master, not the victim of their feelings, to restore relationships, and facilitate initial 'investigations' to understand possible reasons for the behaviours.

In order to address ongoing inappropriate behaviours, the school may also make use of the *Student Discipline Policy for Diocesan Systemic Schools* and may consult the CSO Inclusion Officer and or Pastoral Care Officer. The Wellbeing Team may need to provide a Behaviour Support Plan and/or RAMP. The purpose is to reteach appropriate replacement behaviours/strategies and to ensure the safety of themselves, others, and staff.

TIERS OF INTERVENTION

We use a holistic approach to ensure that all students, irrespective of background, needs, or ability, are respected, valued, and cared for. This continuum of care includes:

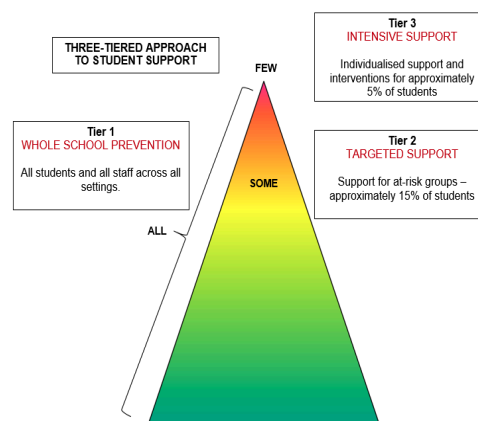
Tier 1 At St James, our school-wide system for all students, staff, and families is the Play is the Way (PiTW) methodology. This focuses on the 5 Key Life Raft concepts for social-emotional learning competencies. PiTW underpins our Tier 1 approach and is enhanced by the implementation of the Peer Support Program Australia.

These approaches are strengths-based and promote wellbeing to build a sense of belonging within the school.

Tier 2 Targeted support strengthens resilience and reduces risk.

Tier 3 Intensive support for students with higher-level needs and are in response to critical incidents.

Postvention Approaches aim to restore positive relationships through guided restorative practices.



St James staff co-created a behaviour support process (Appendix 1) to respond to and support student behaviour. This focuses on restoring and building relationships between staff and students. In addition to this, we worked closely with our pastoral care officer to create a flow chart following the RESPOND process when supporting extreme/adverse behaviours. (Appendix 2)

School Expectations for Record Keeping and Monitoring

Recording Procedures: All behaviour incidents will be recorded on COMPASS by the investigating teacher. The teacher will use the notifications tab to email the class teachers and, if needed, the leadership team. *All Major behaviours recorded on COMPASS will automatically notify the leadership team, and minor behaviours will automatically notify the assistant principals.*

Staff Professional Learning

St James is a BeYou community, and is therefore supported by a BeYou consultant, who analyses our data and co-creates our action plan. From this, we highlight mental health professional development for staff to support the students. The Diocese of Lismore Catholic Schools (DLCSL) also supports the school and provides professional learning, responding to student and staff needs. The impact is evaluated using the Tell Them From Me, BeYou, and ACER Values and Attitudes data sets.

This guideline will be implemented within the context of the terms and conditions of enrolment.

RELATED DOCUMENTS

[DLCS Pastoral Care Policy](#)

[Suspension, Expulsion and Exclusion Policy](#)

[DLCS Student Anti-Bullying Prevention and Response Procedures](#)

[St James Pastoral Care Guidelines](#)

[St James Positive Behaviour Education Beliefs & Practices](#)

[Pastoral Care Framework](#)

[School-Wide Positive Behaviour Supports](#)

[Major/Minor Behaviour Support Flow Chart](#)

[Class behaviour matrix](#)

DLCS Student Prohibited Weapons Procedures

DLCS Guidelines for Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People – Primary Aged Students



BEHAVIOUR SUPPORT PROCESS

TIER 1

STUDENTS ARE DISPLAYING THE ST JAMES VALUES AND LIFE RAFT VIRTUES AND THEIR BEHAVIOUR REQUIRES MINIMAL SUPPORT.

Teachers will

- notice and affirm positive behaviour, effort and attitude.
- acknowledge students at assembly by giving a Be Safe or Be Respectful award.
- Once per Semester, each family will receive a good news story about their child.

Student/Parent/Teacher

TIER 1A

BEHAVIOURS THAT ARE MINOR IN NATURE BUT NEED CORRECTING AND OCCUR FREQUENTLY.

First/Second/Third occasions.

Teachers will

- use classroom behaviour support strategies.
- Remind the student of the expectations by referring to the behaviour matrix, rights and responsibilities charts, life raft virtues, and mastery of language.

Each session is a reset.

Student/Parent/Teacher

TIER 2

BEHAVIOURS THAT ARE FREQUENTLY OCCURRING, HIGHLY DISRUPTIVE, DISRESPECTFUL OR UNSAFE

Teachers will

- Send the student to a buddy class for up to 10 mins to reflect on their behaviour.
- make a time to sit with the student on the same day to restore the relationship by working through the behaviour reflection sheet.
- help the student to understand the choice they made to go to the buddy classroom.
- send the reflection sheet home to parents to be signed and returned.
- record on COMPASS and upload the reflection sheet.

Student/Parent/Teacher

TIER 2A

CONTINUED INAPPROPRIATE BEHAVIOUR OR AN ISOLATED BEHAVIOUR THAT IS SERIOUS IN NATURE

Teachers will

- contact the AP office for support.
- Record the incident on COMPASS and notify the parents by phone, and record the conversation.

APs will

- monitor the student until they are ready to return to class.
- Organise a FBA to be completed.

Teachers will

- find a time to sit with the student on the same day to restore the relationship and support the student in conversation as they complete the reflection sheet.

- send the reflection sheet home to be signed and upload this to COMPASS, once returned.

Student/Parent/
Teacher/AP

TIER 3

SEVERE BEHAVIOUR ISSUES THAT ARE NEGATIVELY IMPACTING ON OTHERS OR THE ENVIRONMENT

Teachers will

- contact the AP office for support.
- record the incident on COMPASS.
- staff involved in the incident will debrief with leadership.

Principal/APs will

- decide upon next course of action.
- notify parents by phone.
- Prepare a behaviour support plan, ready for staff input.
- notify CSO personnel as required.

Staff will

- Check in with the Principal/APs to identify next steps

Student/Parent/
Teacher/AP/Principal

APPENDIX 2

